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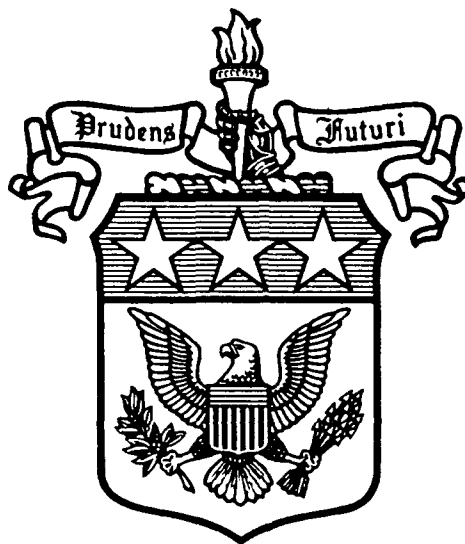
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SENIOR SERVICE COLLEGE FELLOWS

ALUMNI SURVEY - 1990



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<p>The Senior Service College Fellowship Program (SSCFP) is one of three processes to achieve a U.S. Army Military Education Level - 1 (MEL-1) degree. No more than 40 LTCs are selected for this program. The SSCFP provides selected officers an opportunity for serious research in a particular strategic or specialized area of study at educational institutions and federal agencies. In 1990, a survey of 103 SSCFP "graduates" was conducted to provide feedback on the efficacy, utility, and focus of the program.</p> <p>The data indicate that SSCFP "graduates" felt that the program is worthwhile and prepared them well for Army assignments. All educational objectives were well accomplished - both military and cognitive growth objectives. The fellowships were seen as challenging and worthwhile for the individual officer, the civilian academic community, and the Army. The most positive aspects were the overall educational and social experiences, the opportunity to associate with well-known academics and policy makers, as well as the freedom to grow. The only negative was the lack of opportunity to interact with their USAWC classmates.</p>					
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U.S. ARMY SENIOR SERVICE COLLEGE FELLOWS ALUMNI SURVEY

Background

The U.S. Army War College (USAWC) is the senior service college of the Army. The purpose of USAWC, since its founding by Elihu Root in 1903, has been "not to promote war, but to preserve peace by intelligent and adequate preparation to repel aggression." Elihu Root envisioned the USAWC as an environment in which "to study and confer on the great problems of national defense, of military science, and of responsible command" (Root, 1903). In 1990, that has been operationalized to prepare officers and civilians for "senior leadership responsibilities in a strategic environment during peace and war," as well as to "study the role of landpower, as part of a joint or combined force, in support of the U.S. national military strategy" (USAWC Curriculum Pamphlet, Academic Year 1991).

The USAWC offers a Military Education Level - 1 "degree" (MEL-1) through three separate programs: the resident, corresponding, and senior service college fellows programs. This is the highest military education level designator, and is required in many of the higher level positions. The 1985 Professional Development of Officers Study recommended that all officers should have a MEL-1 education from USAWC or other equivalent school prior to promotion to Colonel. A 1990 review indicated that 75% of all colonels (O-6) are MEL-1 educated (Gresh, Pryplesh, Reed, Chappell, Frey, Hayes, Johnson, Moberg, and Polin, 1990). Further, Gresh et al. (1990) validated the Army's MEL-1 need for "76 percent of all colonels currently in the inventory."

As the size of the force diminishes, it is argued, professional development and education will become even more important. This is because senior officers would be required to fill a variety of positions - a more generalist rather than specialist approach. The MEL-1 degree provides broad education at the senior, strategic level. Currently, 96.7% of all General Officers in the tri-services and 99.2% of all Army General Officers are MEL-1 graduates (General Officer Management Office, 1990).

MEL-1 Programs Offered Through USAWC

There are three roads to the MEL-1 degree from USAWC: resident, corresponding, and senior service college (SSC) fellowship program. The same curricular materials (updated to ensure currency) are presented in resident and corresponding course formats. Hence, the nonresident course is aptly named

"corresponding." The Senior Service College Fellows Program (SSCFP) provides officers with a comparable education, but through a sabbatical experience at civilian institutions and government agencies from across the country.

The Resident course is 10 months long, five days a week. Resident students interact and learn in a seminar environment. Instructional material is presented in seminar discussions, lectures and question/answer periods, case studies, exercises, and directed individual/group study. Student evaluations are conducted on evidence of preparation for class, seminar discussion participation, and written papers.

The nonresident, Corresponding Course is two years long, with two two-week in-residence phases. Instructional materials are presented in readings and performance evaluations are based on papers the students write. At the end of the first and second years, corresponding students enter the midcourse and end-of-course resident phases, respectively, at Carlisle Barracks. Both the midcourse and end-of-course resident phases emulate the resident course with its heavy emphasis on interactive seminar discussions, lectures and question/answer periods, and exercises/case studies.

The third MEL-1 producing program is the Senior Service College Fellows Program. At the time of its inception in 1972 as the Army Research Associate (ARA) Program, the SSCFP's underlying purpose was to improve the dialogue between the Army and the civilian academic community interested in national security affairs. Selected Army officers with appropriate credentials and experience could volunteer for a year's sabbatical to universities or research centers. These ARAs were required to attend two National Strategy Seminars and, as an observer, attend the end-of-course resident phase of the Department of Corresponding Studies Army War College class.

Today, the SSCFP can best be characterized as providing an alternative track for serious research in a particular strategic or specialized area of study and an opportunity for the Army to increase resident seating capacity for MEL-1 education. This latter point has become the driving force behind expansion in recent years. The SSC fellowship must provide "an advanced-level educational experience which is substantially equivalent to that provided by the standard curricula (USAWC)" (Chief of Staff Regulation, [draft]).

The SSC fellowship is 9 - 12 months in length. SSC fellows participate with USAWC resident students for a one week orientation - 3 days at USAWC and 2 days in Washington, D.C. at the beginning of the Academic Year. In the fall/winter, they are required to attend a one-week residency phase with the resident students. These two activities allow and encourage fellows to

get to know their peers and to facilitate networking. All other trips to USAWC are voluntary and encouraged if travel time and funds are available. Although the SSC fellows are awarded a MEL-1, they do not receive the USAWC diploma. Instead, they are awarded a USAWC certificate.

Prior to 1990, selected officers were assigned to specific SSC fellowships. Officers were not given a choice. This was changed for the 1990-1991 (and succeeding fellows) by the Chief of Staff of the Army, General Vuono. He directed that all future fellowships would be filled by volunteers only.

While both the fellowship and resident/corresponding USAWC senior service college experiences focus - to some degree - on national security policy and strategy, that is where their similarity ends. The fellowship experience is far less structured, without a standard theme, and relies on independent or group research projects to meet broadly defined MEL-1 education objectives. In this sense, the fellowship experience cannot be compared to the focus of resident senior service college attendance. The concerns and issues surfaced by the SSC fellows indicate that any comparison with the resident and corresponding course graduates would not be reasonable.

Student Body at USAWC

Army officers (RA, USAR, and ARNG) are all board selected for the MEL-1 programs. The competitive process ensures that less than 6 percent of all eligible officers are selected. In the Senior Service College Fellows Program (SSCFP), the officers are all lieutenant colonels and colonels in the Regular Army, Army National Guard or Army Reserves. In contrast with the USAWC resident and corresponding courses, the Army War College managed SSCFP do not include officers/civilians from the sister services, civilian agencies and organization, or international fellows.

The following statistics were compiled for the classes enrolled in Fall 1988 (Table 1). These statistics are provided for a notional description of the USAWC students. Although the statistics will differ slightly for each of the earlier classes, the overall quality of the student body has been consistently high.

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TABLE 1. STUDENT BODY COMPOSITION

COMPONENT	Resident AY89	Corres AY89	SSC AY89
Regular Army	182	204	31
U.S. Army Reserve	20*	88	
Army National Guard		50	
Other Services	36	6	
Civilians	17	3	
International Fellows	33		
CIVILIAN EDUCATION**			
Some College	1	3	
Associate	1	0	
Bachelor	63	64	1
Masters	174	225	26
Medical Degrees	5	3	
Law Degrees	6	24	2
Doctorate	5	9	2

* Includes both Army Reserve and Army National Guard officers

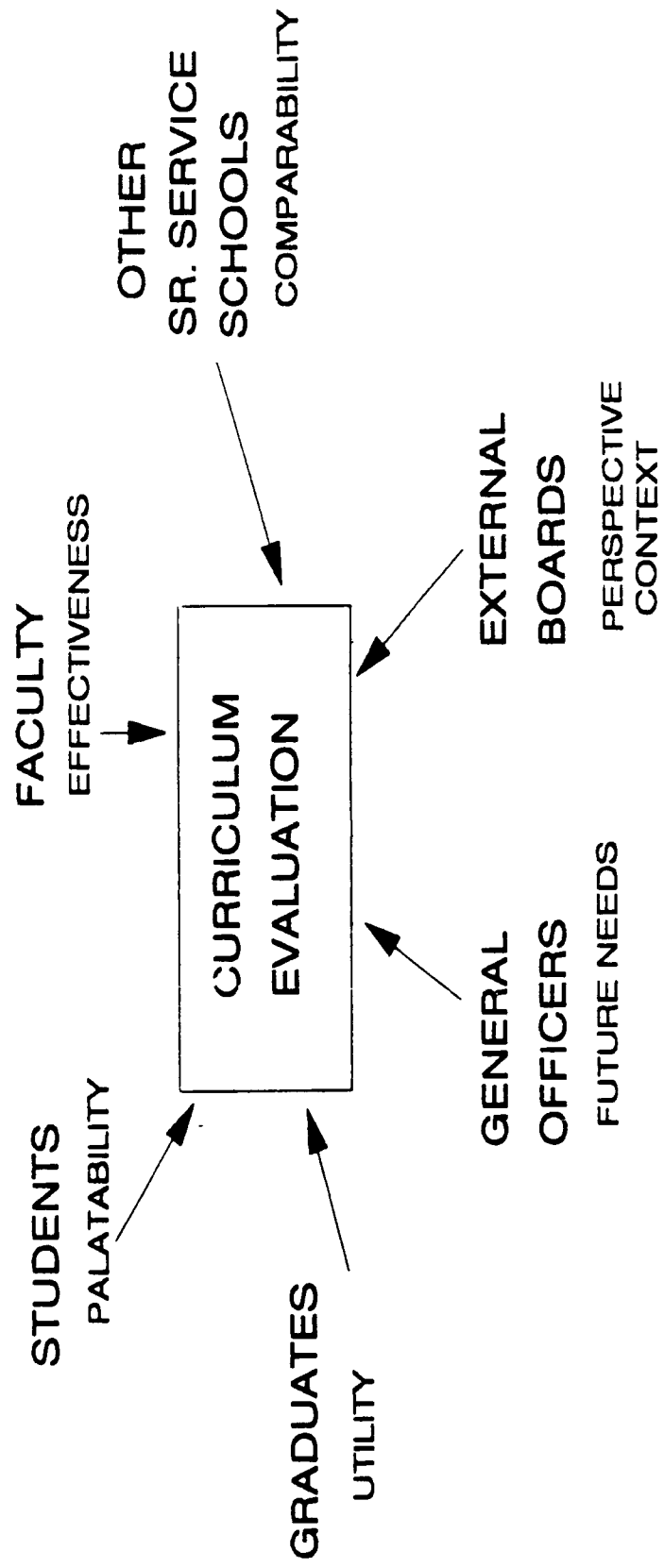
** Civilian education data were not available for International Fellows

USAWC Curriculum Evaluation Model

Over the years, many individuals and groups have influenced the curriculum. For any school, there are many myriad groups and individuals who seek to influence any curriculum. Some of these are mandated by law, others because of tradition, because of expertise, because they are the recipients of our educational process, or simply because of interest. While interest from all these groups may be warranted and welcomed, they are sometimes at odds with each other. For example, one group may passionately favor traditional letter grading, while several other groups may vehemently oppose it. All may have valid and rational defenses of their positions - although each has its different reasons.

In seeking to gain an overall perspective on the various points of view of the constituency groups, USAWC has developed a comprehensive curriculum evaluation model. The model recognizes that there are at least seven important constituency groups: (1) current students, (2) current faculty, (3) graduates, (4) general officers, (5) other senior service schools, (6) mid-career officers - prior to entry at USAWC, and (7) external boards of inquiry and evaluation (Nogami, 1990). Although all groups provide information on all facets of the curriculum, each group's primary contribution is unique (Figure 1).

CURRICULUM EVALUATION



Students provide evaluations about individual courses and an overall assessment of the Academic Year. The quality of course materials and instruction is also rated, but primarily the data from students is indicative of what they think will be useful and what they enjoyed. Palatability is important because if students don't like a course or don't see the value of the materials, they are less likely to get the most out of it.

Faculty are able to judge course content and the effectiveness of different teaching methods. They are responsible for selecting and preparing course materials, developing effective presentation methods, teaching and evaluating student performance. They are in a good position to evaluate all aspects of their individual courses.

The real test of whether USAWC is teaching the skills and knowledge necessary for senior leadership can best be determined by USAWC graduates and General Officers. Graduates should be better able to successfully perform their duties because of the skills and knowledge imparted or developed at USAWC. The input from graduates is a validity check: did USAWC prepare them for their assignments? (Nogami and Davis, 1989).

The separate groups of General Officers (GOs) and graduates will overlap with time. General Officers have an overview of the many job related requirements of colonels and GO's. They offer at least two important groups of information: consensual validation (to the graduates' input) and a forward look into evolving needs and skill requirements. General Officers are in positions to identify new GO skills that will be required in the near and immediate future - helping to make USAWC more pro-active in curriculum planning and implementation.

With the emphasis on jointness and cooperation, it is imperative that USAWC have (at least) a comparable program with the other services. Although the SSCFP does not include sister service officers, many fellows will be entering a joint arena upon completion of their MEL-1. The level of instruction and the information presented should be appropriate and on a par with (or be better than) education from other senior service schools. This will ensure both a more effective joint service environment, as well as help ensure that the best officers desire to come to USAWC as faculty and students.

External boards of inquiry or evaluation come from various sources: Congress (e.g., Skelton, 1988; General Accounting Office, 1991), the American Council on Education, DOD and DA Commissions and Panels (e.g., Haines, 1966; Joint Professional Military Education Panel, 1990; etc.). These boards provide information on the comparability of the USAWC curriculum to other curricula - both military and civilian. USAWC faculty and staff also participate in the Military Education Coordinating Committee

(MECC) and the Federal Degree Granting Institutions (FDGI) Committee. These committees provide an informal forum for exchange of information and cooperatively dealing with issues and problems. In the context of total military education, these boards put the USAWC experience in perspective - as a strong link in the chain of total military education. Their primary contribution involves "how others see USAWC" - in an unbiased fashion.

All of these constituent groups are important to USAWC. They all contribute to improving the USAWC curriculum for present and future students. No one group can provide all the information needed, but each group's unique contribution enriches the total product. Each group presents data that is somewhat biased. Take the example of the students. Their impressions of what will be useful and not useful are not always borne out. In the 1988 Survey, graduates indicated that they disliked PPBS instruction and did not feel it would be extremely worthwhile. Yet, they have since found it to be one of the most useful subjects in the field.

This multi-faceted approach assures USAWC that all input is taken in context and that there is a balance between the groups, so that biases can be rationally discounted. Hopefully, this will help USAWC to truly offer an outstanding, valid curriculum which is less subject to the "fashion of the day."

USAWC Curriculum

In 1903 when Tasker Bliss was in the process of opening the first session of the Army War College, the session without students, he posed for himself three very basic questions. What shall be taught? How shall it be taught? How shall the teaching be extended to the greatest number? (p. 243, Ball, 1984)

The questions are still valid. The knowledge and skills taught and the teaching methodologies are still, and probably will always be under discussion. Although the mission of USAWC has never changed: "to prepare selected military officers and civilians for senior leadership responsibilities," through the years, the USAWC curriculum has changed to meet the needs of a rapidly changing Army and world. Courses and topics have been added, modified or deleted. Curricula have changed as USAWC responded to, or anticipated, changing Army and national needs.

Over the years, the resident curriculum has evolved into core courses, advanced courses, a military studies project, and the National Security Seminar for the residents. For the corresponding studies students, the curriculum consists of courses, and two in-residence phases - the Midcourse and End-of-

Course. In Academic Year 1991, the resident student was exposed to 4 core courses, selected 6 advanced courses, completed a military studies project, and participated in the National Security Seminar. The corresponding course student had 11 courses to complete - encompassing all of the resident core course materials, as well as some of the topics covered through the advanced courses - and the Midcourse and End-of-Course resident phases.

Due to the very nature of the SSC Fellowships, there is no one, set curriculum that the fellows must complete. MEL-1 producing SSC fellowships can be divided into two general program categories. The first is Strategic Fellowships at academic institutions which provide a nearly equivalent strategically-oriented educational experience to that of the War College. The second category of fellowships is the Specialized Fellowship which combine a highly technical curriculum with an opportunity for exposure to the highest levels of decisionmaking within an area of concentration. Each fellowship is different - even within the same institution.

USAWC Biennial Survey of Graduates

The purpose of the USAWC is to prepare the Army senior leaders for future positions. In operational terms, this means preparing officers for the 5 - 7 years of service following USAWC/SSC Fellowships. During these years, it can be assumed that the graduate will fill 2 to 5 different assignments, as diverse as brigade commander to USAR adviser to National Security Council or Joint Chiefs of Staff adviser. Skills and knowledge important to any one position may not directly apply to another position.

In 1988, USAWC conducted the first survey of its graduates from the resident and corresponding courses. SSCFP fellows were not included due to their small numbers. Respondents were graduates still on active duty, from Academic Years 1983 to 1987. The purpose of the survey was to determine the relevance of the curriculum to the graduates' jobs and positions (Nogami and Davis, 1989).

The data were very important indicators of the utility of USAWC courses to graduates' in their present assignments. However, as with all one-time surveys, it presented only a snapshot. In this case, a snapshot based on specific positions at one point in time. As some respondents stated, they would have answered the questions very differently if asked about their other assignments.

To compensate for the static nature of the earlier survey, the USAWC has instituted a biennial survey of all MEL-1 graduates beginning in 1990. This is a longitudinal survey which will follow individuals over time. This will allow USAWC to identify skills and topics that are useful, not just in the job the respondent is currently holding, but in all positions s/he has filled.

METHODOLOGY

Respondents

The criteria for inclusion for the survey were: (1) Army officer, (2) graduate of USAWC (USAWC MEL-1), (3) MEL-1 from AY83 to AY89, (4) not on retired status. This included Resident and Corresponding Studies graduates, and Senior Service College Fellows. To accomplish this, three separate and distinct databases were utilized: USAWC Historical Database, MILPERCEN Database, and ARPERCEN Database.

The USAWC Historical Database was queried for all Army officer graduates from Academic Year (AY) 1983 to 1989, who were "not on retired status." The original query resulted in approximately 2600 names. Although we were absolutely certain that these were all graduates of USAWC, it was not certain that a number were "not in retired status" due to the problems of keeping the database current (see the section on Database, below).

In January, 1990, MILPERCEN and ARPERCEN were requested to cross-match the USAWC list of graduates. The purpose of this was to eliminate all officers "not in retired status," and to provide USAWC with current addresses. In a cross-referencing, MILPERCEN identified 1034 as still active and USAWC graduates from AY83 - AY89. Current rank and addresses were provided for each of these officers. MILPERCEN, however, could only provide information of Field Grade officers; General Officers data are kept in a separate database. ARPERCEN matched 523 names of ARNG and USAR officers, and provided current rank and addresses. Combining the information from MILPERCEN and ARPERCEN resulted in a population of 1557 graduates. The USAWC Historical Database was queried for names and addresses of General Officers and SSC fellows - an additional 117 graduates, for a total of 1674. Breakdown is as follows by component and MEL-1 producing program.

TABLE 2. USAWC MEL-1 Program Graduates

	Resident	CSC	SSC	Totals
US Army	1014	33	96	1143*
US Army Reserves	31	223	0	254
Army National Guard	71	204	7	282
Totals	1116	460	103	1679*

* 6 were double entries - SSC Fellows were also USAWC CSC graduates, resulting in 1673 individuals.

Procedure

In April 1990, survey packets were sent to each of the 1673 (including 103 SSCFP) officers. They were sent to either residence or office based on the address found on MILPERCEN or ARPERCEN files. The survey packets included a letter from the Commandant, the survey booklet, an optical scan form for recording answers, and a postage-paid return envelope. Table 3 below shows the breakdown of the 1,673 names into the USAWC MEL-1 producing programs.

TABLE 3. Number of Surveys Sent

TOTAL SAMPLE	1,673		
454*	103	1,116	
Corresponding	SSC	Resident	

* Although this number is smaller than expected, this was verified with a second listing from MILPERCEN and ARPERCEN.

Two months after the first mailing of the survey, a reminder postcard was sent to the nonrespondents. The reminder notice was a request to complete the survey, or if the survey was lost or had not been delivered, to contact USAWC for a replacement survey. Nearly 100 requests for replacement surveys were received. Both the mailings and the reminder notices were sent

by First Class Mail. Surveys received by 30 September 1990 - five months after the initial mailings - were included in the analyses.

Survey Instrument

The Biennial Survey is designed to provide USAWC information which will help to "evaluate the relevance of the curriculum and help the College plan for future needs and long term educational objectives" (letter from the Commandant, 1990). The survey is designed to have two parts: one, a core set of questions; and two, a set of issues of immediate concern. The core questionnaire consists of the following topics: Demographics, SSCFP Focus, Curriculum Topics, Academic Rigor, Value of SSCFP, MEL-1 Educational Objectives, Needs of Future USAWC Graduates, and Outreach or Updating Requirements. These questions will be on every biennial survey.

The second, more changeable set of questions, will vary in the surveys. These will be questions that are responsive to specific, time sensitive topics which may have little or no applicability in a longitudinal study. For example, in the present survey, the issue of producing a major study during the fellowship year was included. Should this matter be resolved or interest dissipate, this may not be included in any future survey. A copy of the letter from the Commandant and the Survey of USAWC Graduates from Academic Years 1983 - 1989 is at the Appendix.

Database

To support a longitudinal research effort, USAWC - Directorate of Information Management (DOIM) designed and developed the DAA Longitudinal Survey Database (DAALSD). The DAALSD was developed from three sources of information about USAWC graduates: the USAWC Historical Database, the Military Personnel Center (MILPERCEN) Database, Washington, DC, and the Army Reserve Personnel Center (ARPERCEN) Database, St Louis, MO.

The USAWC Historical Database contains the names of all graduates of the USAWC since 1905. Information contained includes: address, status, branch, graduating year, and other core information. There is no scheduled maintenance to keep the database current. The Historical Database is updated on a random basis and at the discretion of the people in the database. As past graduates or other sources let us know of changes of address, status, etc, the database is updated manually one record at a time. This database is only as accurate and current as graduates' or other informal sources of information permit.

The MILPERCEN and ARPERCEN Databases contain the official, current addresses of all military members. MILPERCEN includes information on active duty personnel, ARPERCEN on the Reserve Component (to include National Guard) personnel. MILPERCEN updates their database on a daily basis and contains all pertinent information for all enlisted and all officers up to the field grade. General Officer information is kept on the General Officer Management Office (GOMO) Database.

The DAALSD consists of two relational data files. The first file, the "survey-group" contains the name, current address, and major categorical information, i.e., component, branch, year of graduation from USAWC). The second data file, "reply," consists of 9 fields containing information on which surveys were sent and response/no response noted for each individual.

Analysis

The numeric, optically scanned data were analyzed using the SPSSX-PC+ package of statistical analyses. Descriptive analyses, as well as comparative analyses, were performed. Frequency distributions, chi-square, as well as analysis of variance (ANOVA) methods were employed. For the open-ended questions which asked for narrative responses, a content analysis procedure was used to identify trends.

RESULTS

Response Rate

As of 10 October 1990, a total of 1,179 completed surveys were received. This represents a 69.9% response rate for the SSCFP [70.5% overall response rate (1,179 divided by 1,673 sent)].

TABLE 4. Mailings and Response Rates

	TOTAL	Res	Corres	SSC
Initial Mailing:	1,673	1,116	454	103
1st Returns: (As of 6/15/90)	1,023*	681	270	62
<u>REMINDER NOTICES TO 650</u>				
2nd Returns: (As of 10/10/90)	156	91**	68**	7**
<hr/>				
Total	1,179	772	338	69
Response Rate:	70.5%	69.0%	74.2%	69.9%

(* includes 10 with no MEL-1 identification)

(** 10 with no IDs coded into correct MEL-1 categories)

The response rate of 70% is very respectable. In most Army mail-out surveys, a 60% response rate is considered to be very good. The reminder notice resulted in an additional 15% response rate. The additional response rate was well worth the time and postage of mailing reminder notices.

Both the survey mailings and the reminder notices were sent "first class mail." This should have resulted in faster receipt of mail and all undeliverable mail being returned to sender. Some respondents reported initial receipt one to two months after mailing - especially when it was outside the Continental United States (OCONUS) or when forwarded from one address to another.

Due to the transient nature of assignments, it is very likely that many survey packets were not received by the intended respondent. Surveys that were delivered to previous residential and office addresses were possibly relegated to the "round file."

A cursory overview indicates that many of the nonrespondents have only residential addresses. Fewer than ten survey packets and reminder postcards were returned by the post office.

Demographics

The following tables describe the respondent population by MEL-1 program (Table 5), year of MEL-1 award (Table 6), current rank (Table 7), year of MEL-1 by current rank by year of graduation, USAWC and SSCFP separately (Tables 8 and 9), branch (Table 10), component (Table 11), source of commissioning (Table 12), highest civilian education prior to USAWC MEL-1 (Table 13), and Vietnam experience (Table 14). Because the survey is primarily concerned with the applicability of the USAWC curriculum to the Army assignment, 26 respondents who stated that they are retirees were excluded from the analyses.

Separate analyses were conducted for Resident/Corresponding and Senior Service College Fellows (SSC). Although they both result in a USAWC MEL-1, the programs are too dissimilar to permit aggregation of data. Note also that the Senior Service College Fellows Program did not start until Academic Year 1986. It superseded the Army Update Program. Data from the SSC will be presented separately.

TABLE 5. MEL-1 PRODUCING PROGRAM

CORRESPONDING	325
RESIDENT	760
SENIOR SERVICE COLLEGE	68
	<hr/> 1,153

TABLE 6. YEAR OF MEL-1 AWARD

	<u>USAWC</u>	<u>SSC</u>
1983	113	
1984	112	
1985	152	
1986	179	8
1987	189	15
1988	159	21
1989	181	24
	<hr/> 1,085	<hr/> 68

TABLE 7. CURRENT RANK

	<u>USAWC</u>	<u>SSC</u>
LTC	42	4
LTC(P)	102	13
COL	845	51
COL(P)	40	
BG	47	
MG	9	
	<u>1,085</u>	<u>68</u>

TABLE 8. YEAR OF MEL-1 BY CURRENT RANK
USAWC RESIDENT AND CORRESPONDING

	1989	1988	1987	1986	1985	1984	1983
LTC	13.8*	4.4	1.6	2.8	.7	-	.9
LTC(P)	34.3	17.0	6.3	.6	-	-	-
COL	50.8	75.5	87.8	91.1	84.2	86.6	69.9
COL(P)	-	1.9	1.6	2.8	9.2	7.1	6.2
BG	1.1	1.3	2.1	2.8	5.9	4.5	17.7
MG	-	-	.5	-	-	1.8	5.3

* % of each year group by rank. Each column adds up to 100%.

TABLE 9. YEAR OF MEL-1 BY CURRENT RANK
USAWC SENIOR SERVICE COLLEGE FELLOWS

	1989	1988	1987	1986	1985	1984	1983
LTC	8.3	9.5					
LTC(P)	37.5	19.0					
COL	54.2	71.4	100.0	100.0			
COL(P)							

TABLE 10. BRANCH

	<u>USAWC</u>	<u>SSC</u>
Combat Arms	51.8%	60.3
Combat Support	20.2	27.9
Combat Service Support	21.0	8.8
Health Service Command	4.3	1.5
Other	2.6	1.5

TABLE 11. COMPONENT

	<u>USAWC</u>	<u>SSC</u>
Regular Army	65.8%	89.7
Army National Guard	14.6	10.3
Army Reserve	19.6	

TABLE 12. SOURCE OF COMMISSIONING

	<u>USAWC</u>	<u>SSC</u>
USMA	10.1%	41.2
ARMY ROTC	53.8	33.8
ARMY OCS	25.4	20.6
OTHER SERVICE ACADEMIES	.3	
OTHER SERVICE ROTC	.4	
OTHER SERVICE OCS	1.6	
DIRECT COMMISSION	6.7	4.4
OTHER	1.7	

TABLE 13. VIETNAM EXPERIENCE

	<u>USAWC</u>	<u>SSC</u>
YES	74.7	88.2
NO	25.2	11.8

TABLE 14. HIGHEST CIVILIAN EDUCATION PRIOR TO USAWC MEL-1

	<u>USAWC</u>	<u>SSC</u>
HIGH SCHOOL	.1	
SOME COLLEGE	1.4	
ASSOCIATES/2 YR DEGREE	1.0	
BACHELOR'S/4 YR DEGREE	12.6	
SOME GRADUATE CREDITS	10.5	1.5
MASTER'S DEGREE	50.2	61.8
POST GRADUATE CREDITS	11.8	22.1
PHD/EDD/JD	12.4	14.7

TABLE 15. RANK AT ENTRY

	<u>USAWC</u>	<u>SSC</u>
LIEUTENANT COLONEL	64.7	57.4
LIEUTENANT COLONEL (P)	20.5	35.3
COLONEL	14.8	7.4

The demographics indicate that all academic years (from 1983 to 1989) are well represented (Table 6). The respondent population (current rank) is predominantly colonels (O-6) (Table 7). As expected, the more recent year groups have a larger percentage of LTC(P) and LTC than earlier year groups for all USAWC MEL-1 Programs (Tables 8 and 9). General officers made up 23% of the 1983 year group, and only 1% of the 1989 class.

The majority of the respondents are from the combat arms and are in the Regular Army (Tables 10 and 11). Only 12% of the SSC graduates were from the Combat Service Support (CSS), Health Service Command (HSC) or other branches of the Army. In comparison, 28% of the USAWC graduates were from CSS, HSC, or other branches. This may account for the relatively larger proportion of the SSC graduates having Vietnam experience than USAWC graduates (Table 13). USAWC graduates were more likely to be commissioned through ROTC or OCS than USMA (79% vs. 10%). SSC graduates were more likely than USAWC graduates to have been commissioned through USMA (41% vs. 10%) (Table 12).

At commencement of the USAWC curriculum, officers were already well educated with 74% of students entering the USAWC MEL-1 programs and 98% of the SSC MEL-1 students holding masters' degrees or higher (Table 14). At entry, the majority of the officers to USAWC and SSC were lieutenant colonels or lieutenant colonel - promotable (LTC-P); the remainder were colonels (Table 15). A greater proportion of the SSC fellows entered as LTC-P than USAWC students (35% to 25%).

Curriculum Topics

A MEL-1 certificate/degree from either USAWC or any SSC fellowship attests to the military academic credentials of the officer. The USAWC resident and corresponding programs cover essentially the same topics. However, because the SSC fellowships are dependent on the school/position a fellow is assigned, there are significant differences between the USAWC and SSC programs. Comparisons between the USAWC and SSC curricula are not relevant. The data included in the remainder of this report specifically addresses the senior service college fellows.

Seventy-two percent (72%) of the respondents agreed or strongly agreed with the statement that the "curriculum covered the right subjects for my professional development." Only 9% indicated disagreement. Considering the number of and variety of fellowships represented, the percentage of satisfied graduates is to be expected. Additionally, 84% agreed that "the curriculum provided enough flexibility to tailor (their) professional development." Only four percent disagreed.

Educational Objectives

The Senior Service College Fellows Program is expected to "enhance the effectiveness of the U.S. Army" by producing graduates who are prepared to "meet the full range of responsibilities and challenges (they) will encounter as a senior leader(s)" (Curriculum Pamphlet, Academic Year 1990, USAWC). This has been translated into seventeen objectives for both the USAWC academic program, as well as the SSCFP. Fellows were asked to indicate to what extent these objectives were accomplished for them on a 5-point scale (1= not at all to 5= very greatly). Table 16 below shows the overall mean rating for each objective.

TABLE 16. Educational Objectives

How well has SSCFP (USAWC) prepared you to:

1. Set an ethical climate in your service/organization	3.1	(3.8)
2. Be physically fit	3.0	(3.4)
3. Be mentally fit	4.1	(3.9)
4. Deal with problems which have no clear cut solutions	4.2	(3.8)
5. Be an innovator/initiator of policy	4.0	(3.7)
6. Succeed in positions of broad scope & responsibility	4.2	(4.0)
7. Assess/plan for the future while executing in in the present	4.0	(3.8)
8. Think conceptually	4.2	(3.9)
9. Think critically	4.2	(3.9)
10. Work in a strategic environment	4.2	(3.9)
11. Understand the role of the military in a democratic society	4.0	(4.1)
12. Be adept in the development and use of military forces to achieve national objectives	3.4	(3.9)
13. Advise the National Command Authorities on the use of military forces to achieve national objectives	3.7	(3.6)
14. Make better decisions and give better advice	4.1	(4.0)
15. Provide a frame of reference which recognizes the complexity of the issues dealt with, but also provides the perspective to work through them to find solutions	4.2	(3.9)
16. Serve in an organization involving joint forces	3.2	(3.5)
17. Serve in an organization involving combined or coalition forces	3.2	(3.3)

Judging by the mean ratings the fellows have given, all of the objectives have been well accomplished. All of the objectives relating to cognitive skills (i.e., be mentally fit, think conceptually, think critically, make better decisions and give better advice, etc.) are well above the mid-point of the scale, with the vast majority floating in the 4.0 range (on a 5 point scale). Most of the fellowships are located at civilian higher educational institutions (see chart 17). It stands to reason, then, that the focus would be on cognitive and subject matter expertise.

TABLE 17. SSC Fellowship Institutions and Agencies
(Number of Fellows Attending AY89 to AY92 in brackets)

Armed Forces Communication and Electronics Association (AFCEA)	[2]
Atlantic Council	[4]
Center for Strategic and International Security Studies (CSIS)	[10]
Central Intelligence Agency (CIA)	[4]
Defense Systems Management College	[6]
Department of Health and Human Services (HHS)	[3]
Department of Justice	[4]
Department of State - Foreign Service Institute	[4]
Drug Enforcement Agency (DEA)	[1]
Georgetown University	[3]
Harvard University	
Center for Mid-East Studies	[3]
John F. Kennedy School of Government	[62]
Joint Center for Political and Economic Studies (JCPES)	[4]
NATO Defense College	[16]
Ohio State University - Mershon Center	[9]
Queen's University - Center for International Relations	[4]
Stanford University - Hoover Institution	[4]
Tufts University - Fletcher School	[17]
University of Pittsburgh - Ridgway Center	[1]
<hr/>	
TOTAL	161

As would be expected, the fellows feel that educational objectives more specifically related to the military are less well addressed. The fellows feel that the SSCFP program did not prepare them as well to set an ethical climate, to be physically fit, to be adept in the use of military forces to achieve national objectives, etc.

At USAWC, the traditional focus has been on developing a generalist and a "total person," especially in the resident course. The "total person" concept is based on balancing one's life style (to include family and health maintenance), and moral/ethical development, with academics and athletics. Civilian graduate educational institutions focus almost exclusively on the academic development of their students.

This does NOT mean that the fellows are not prepared to do accomplish these more military educational objectives. Rather, it merely means that the SSCFP program was not a major contributor. Most officers probably feel that they are prepared even before SSCFP to accomplish these objectives.

SSCFP Focus

Ninety-three percent (93%) of the Fellows agreed or strongly agreed that the SSCFP "is a 'total' experience, not just academics." Should academics be the only focus? 87% disagreed. The fellows felt that the SSCFP "should produce officers who have a wide breadth of knowledge" (96%), and 2/3 felt that it should be "producing generalists." The fellows are equally divided in their opinions of whether the SSCFP's focus "should be more joint". One-third disagreed, 1/3 were neutral, and 1/3 agreed that it should be more joint.

Value of SSCFP

There were several questions related to the fellows' perception of the value of the SSCFP to the Army and to themselves. The questions are listed below with the percentage of fellows who agree (combined strongly agree and agree), are neutral or disagree (combined strongly disagree and disagree).

TABLE 18. SSCFP AS PREPARATION FOR OTHER ASSIGNMENTS

	Disagree/Neutral/Agree		
SSCFP is a worthwhile investment in people and money.	6	4	90
SSCFP is the best senior service school for Army officers.	35	37	28
I would recommend SSCFP over other service War Colleges to my subordinates.	18	21	61
SSCFP prepares one well for an Army assignment.	7	27	66
SSCFP prepares one well for a joint assignment.	19	32	49
A USAWC resident MEL-1 would have better prepared me for senior level positions.	65	21	13
A sister service MEL-1 equivalent program would have better prepared me for senior level positions.	82	10	7

There was almost unanimous agreement (90%) that the SSCFP is a worthwhile investment (Table 18). Additionally, over 60% feel that it has prepared them well for an Army assignment, and they would recommend SSCFP to their subordinates. They also do not feel that a USAWC resident MEL-1 or a sister service MEL-1 would have better prepared them for senior level positions.

This is also reflected in the data on follow-on assignments (Table 19). Sixty-two percent (62%) felt that all MEL-1's were about the same for getting "career enhancing assignments". An additional 21% felt that USAWC MEL-1 would have been better for assignments. Regardless of their positive attitude toward the SSCFP, only 28% felt that it was the best senior service school for Army officers.

TABLE 19. BEST MEL-1 PRODUCING PROGRAM

(In your opinion, graduates of which MEL-1 producing program get the best career enhancing assignments?)

20.6	Army War College (USAWC)
7.4	USAWC - SSCFP
---	Air War College
---	Naval War College
8.8	National War College
1.5	Industrial College of the Armed Forces
61.8	All about the same

DO YOU FEEL YOU WOULD HAVE LEARNED MORE IF YOU HAD BEEN REQUIRED TO PRODUCE A MAJOR STUDY DURING YOUR FELLOWSHIP YEAR? PLEASE EXPLAIN.

The majority of the Fellows indicated that they had produced at least one major study during their fellowship year. Several had assumed that this was already a requirement with each fellowship. Some fellowship programs (i.e., Harvard) did require these, but the requirement came from the institution and not the Army.

These studies provided "focus to our efforts " and "forces some discipline into an otherwise unstructured environment" and "was essential to a meaningful fellowship." On the other hand, more focus is "not necessarily more 'learning' than the broad gauge I was allowed to take." However, even if they had produced a major study, some felt it might not be "appropriate for all fellowships" to make this a requirement. The following are two sides to the argument.

(Pro requirement) Yes - because I was - and did! Focus one to really get ideas organized, back one's argument, and communicate effectively. Too many great ideas remain locked in students' brains.

(Against requirement) The possibilities for self-education at each institution are too different. Do not try to superimpose a general, major requirement. It will detract from full exploitation of unique experiences.

PLEASE COMMENT ON TRAVEL AND FUNDING FOR RESEARCH. DO YOU BELIEVE THAT TRAVEL FUNDS SHOULD CONTINUE TO BE MADE AVAILABLE TO SUPPORT ACADEMIC RESEARCH REQUIREMENTS? FOR WHAT PURPOSES? TO WHAT LEVEL? PLEASE EXPLAIN.

To put the question and the answers in perspective, the following information is provided about the availability of travel funds for the fellows. Limited travel funds are available to support research related travel necessary to accomplish fellowship research projects and attendance at USAWC sponsored residency instruction. Specific funding for each fellowship will vary from year to year depending upon the research topic selected, the fellowship location relation to the sites to be visited, and the varying requirements for personal interviews.

The Regular Army portion of the AY90 research travel budget was funded at \$ 121,500, including \$50,000 specifically for the NATO fellows. This amount equated to an average of \$2,550 per CONUS-based fellow or a reduction of approximately \$1,000 per fellowship between AY89 and AY90. In AY91, total research travel funding was first reduced to \$85,100 for CONUS fellows and \$30,000 for NATO fellows respectively. The Army National Guard fellowship funding remained constant throughout their participation. Table 20 indicates the average travel funding for years AY88 to AY91.

Table 20. Average TDY Funding Per Fellowship Position
in thousands of dollars

	<u>AY88</u>	<u>AY89</u>	<u>AY90</u>	<u>AY91</u>
Regular Army:				
CONUS	3.5	3.5	2.6	1.8
NATO	-	-	10.0	6.0
National Guard:				
CONUS	3.5	3.5	3.5	3.5
NATO	-	-	-	10.0

The survey data indicate that all but one fellow felt that travel funds are necessary and should be available. Travel was seen to be essential "to support original research", "to do good primary source research - particularly on current, fast-changing topics", and in some cases "constitute the principle research tool." Although a few felt that they "could have had (used) another \$1,000 on (their) travel budget" and "there should not be a ceiling on funds," the vast majority felt that funding should be dependent on the individual research requirements - "some research would require a lot, other assignments none at all."

Funds should be made available to support the specific projects(s) of the Fellow. Arbitrary distribution of some amount to each Fellow is poor management.

Rather than an equal amount for all, each student Fellow should, after determining a project with the university, submit an TDY estimate for approval. Some use little, some have large requirements that aren't adequately funded.

With group projects, several Fellows have "pooled" their travel funds and the "group" managed its collective funds for "travel to maximize the use of minimal funds." These funds were "pooled to put the right researchers in the right source location." Others have found ways of having their fellowship agencies to "foot the bill". Although the fellows may not agree on how travel money should be managed, they do agree that it is necessary, and that it should be available to support their research efforts.

Selection and Timing

Graduates were asked why they felt they had been selected to attend the USAWC. Although most would probably say all choices apply, they were asked to select the one BEST descriptor. Table 21 below shows the percentage of USAWC resident and corresponding graduates (combined) compared to senior service college fellows.

TABLE 21. PERCEIVED REASON FOR SELECTION

	USAWC	SSC
A reward for past performance	8.5	5.9
Opportunity for professional development	51.8	64.7
Time out / Recharge batteries	1.7	1.5
Grooming for greater responsibilities	38.0	27.9
	<u>100.0</u>	<u>100.0</u>

SSCFP fellows were more likely to feel that selection was for professional development and less for grooming for greater responsibilities than USAWC graduates. Some fellows perceive the fellowship to be very useful from the perspective of personal professional development, but less valuable for their "military career in the Army's assignment policies." As one fellow stated:

While the fellowship was very relevant to my military career track, at the time of my departure to become the Staff Judge Advocate, USSOUTHCOM in July '89, it did not appear to have prepared me for my succeeding assignments.

Neither USAWC graduates nor SSCFP fellows credited the year for a "time out to recharge batteries" or as a reward for past performance.

When in their career did they attend the USAWC? Ninety-seven percent (97%) felt they came at the right time in their careers. None felt it was too early, and only 3% felt it was too late in their careers. Based on their rank at entry (see Table 15), it is not surprising, that 88% of the officers felt lieutenant colonels and lieutenant colonels - promotable would benefit most from the SSCFP.

Assignments

The lack of or the achievement of a USAWC MEL-1 designation is used to assign officers to specific jobs. As noted above, Gresh et al. (1990) validated that 67% of all colonel positions should be filled by MEL-1 colonels by questioning and documenting the proponents' requirements. In this survey, graduates were asked how many assignments they have had since receiving their MEL-1, and how many assignments were appropriate for someone with a MEL-1. For all year groups, only 15% stated that they have had no MEL-1 appropriate assignments. The remaining 85% have had at least one MEL-1 assignment, and 69% reported that all their positions have been MEL-1 appropriate. Although the percentages would imply good utilization of SSC fellows, comments on how to improve the SSCFP address a need for better utilization. Determination of appropriateness, in this case, is the perception of the graduate, not necessarily how the Army or the other services may classify a position.

"WHAT SKILLS/KNOWLEDGE DO YOU FEEL SENIOR OFFICERS WILL NEED IN THE NEXT FIVE TO TEN YEARS THAT SHOULD BE ADDED TO THE CURRICULUM?"

Some fellows felt that their program and the courses available "were appropriate/sufficient", and that their programs offered the "skills/knowledge required of senior officers." One of the strengths of the program is the ability to tailor the fellowship to the needs of the individual fellow within the framework of Army needs.

For most, however, this open-ended question elicited numerous topics and reflected some thought on how the Army and the global situation in which the Army operates might develop. Many of the suggestions are based on the first half of the question identifying senior officer skills/knowledge needed in the future. As such, many of the suggestions are not for "new" courses or topics, but rather topics which are suggested for additional emphasis.

The topics appear to fall into three major categories: the Army and military-political relations, international economics and politics, and cognitive/expressive skills. Some very specific Army focused skills include "more knowledge on the budget and personnel allocation process as well as management level information on the programs supporting our personnel system" and everything in "JPME and core curriculum AWCCSC courses". Preparation for "working in the political environment", the "Pentagon-Capitol Hill merry-go-round and dealings with Congress" were targeted as areas where more emphasis will be needed. The Army and military-political relations are exemplified in the following suggested comments.

Emphasize curriculums that demand broad reading assignments to widen perspective and recognize the role of military power in our national aims.

Better understanding of political relationships between DA and Congress. Better understanding of coordination relationship between DoD services and DoD agencies. Better understanding of Congressional personalities that impact on DA and DoD.

The knowledge required to integrate military planning into the rapidly changing process of US national policymaking; helping to define an evolving national purpose as translated to the international arena.

International relations, economics and politics were seen to become more important as "the entire world shrinks, and (as) barriers fall." The "continuing challenges in the 3rd world" and "nation building" responsibilities for the US military will require "more focus on the world outside of the European area."

Understanding and appreciation for the workings of other governments/countries. We need to continually remind ourselves that our way is not necessarily the best way for all those we work with.

Foreign affairs today is a dynamic subject which will require our senior officers to relearn political theory and its application to supporting our strategies for tomorrow; we're dead on our butts today!!

International economics and their impact on the politics of the nation will also be required.

The last category is concerned with skills that transcend knowledge areas. These cognitive/expressive skills are applicable to all knowledge areas. "Creative thinking", the ability to "think analytically, read critically, write concisely" are all skills that senior officers need - regardless of assignment. In a rapidly changing Army and military, these skills will be at the forefront of senior officer requirements.

Senior officers need to know how to think objectively, identify as many issues as possible with a question, make the decision when necessary.

A thorough grounding in analytical thinking and critical reasoning. Enhanced communication skills, including writing, speaking, maximizing use of meeting etc.

The US Army will probably experience sweeping changes to its force structure over the next five to ten years. Coping with these changes, changes that affect fundamentally the way that we have seen our institutional role since WWII, will dominate this institution. We must be able to absorb these changes, adapt appropriately, and positively direct our Army within its Constitutionally defined framework. Dealing with institutional change is a learned skill which transcends simply following orders.

DID SSCFP PROVIDE A CHALLENGING AND WORTHWHILE EXPERIENCE FOR YOU?

A resounding "yes" to both challenge and worth. Besides being academically challenged, the "exposure to brilliant analysts in 'free [if disciplined]' thought environment" was definitely worthwhile for the Fellows.

Keep the Fellow program!

Don't reduce or cut the program. Fund it to the maximum for as long as possible. It will pay big dividends for the Army when selling their programs to DoD and Congress in the future.

Don't let up. Most especially now, with drawdowns coming and people losing their military jobs - its Army cannot become more reclusive in our society. We are an institution - our values and their connection to our people must be preserved if we are to continue to be of service until/when the next publicly perceived threat arises.

The challenge, in some cases, was not imposed by the institution, but was self generated. Since the "enrichment opportunities were unlimited," the worth and challenge was directly related to the high motivation of the Fellows to "shap(e) it to fit my needs and interests exactly."

I was allowed to define my own program, to develop my own research, and to publish my own product. If I did not find it challenging and worthwhile under these conditions, then it was my problem, not the programs. This program provides all of the necessary conditions to make for a successful learning experience.

We were challenged to think, question, explore, rub shoulders with bright folks and in general, become steeped in academia.

A totally challenging experience that helped me transition in my thinking from a person who carries out policy to a person who formulates policy.

From the Fellows' perspective, one of the worthwhile aspects is not reserved for them. The interaction of the Fellows with academia and the public was as much a benefit to the academics and the Army. The interaction was mutually advantageous. To foster the interaction, the fellows suggest that selection for participation in the SSCFP must be carefully orchestrated.

My fellow officer and I introduced quite a few people to an Army their prejudices wouldn't previously admit existed.

I had the opportunity to meet the top scientists in the nation and get many interested in applying their technologies to real world problems.

I would recommend a combination of board selection and volunteer - let the board select or identify those who should go on SSCFP (at twice the number required), then offer them the opportunity to go. We need heavily troop experienced people in this program, not just the academically inclined.

Selection of SSCFP should be based upon projected utilization of the officer and demonstrated ability to work in senior joint and interagency positions. Those selected for SSCFP have the opportunity (and responsibility) for reducing the perception by some that the senior military leadership is intellectually inferior to his civilian counterparts.

OVERALL, HOW WOULD YOU RATE YOUR SSCFP EXPERIENCE? WHAT WERE THE MOST POSITIVE AND MOST NEGATIVE ASPECTS OF USAWC FOR YOU AND YOUR FAMILY?

The overall educational and social experience was positive for the Fellows. Phrases like "top notch", "excellent experience", "outstanding", and "one of the best, if not the best, year I've spent in the Army outside of command." The educational experience of "mix(ing) with some of the best intellects in the country," the opportunity to "associat(e) with former and future leaders in national security and foreign affairs" was just as important as the "opportunity for independent research," and "an opportunity to study foreign and defense policy and the full range of national security issues relevant to a senior official in our government." Freedom also played a significant role - the "freedom to grow," as well as "the freedom to explore those areas which were of interest to me and have the flexibility to modify (my) schedule to fit (my) research needs."

Two negative aspects of the SSCFP appear to be common to most Fellows: the high cost of living on the economy - especially in Boston, and the lack of interaction and friendships with their peers. In the Boston area, several Fellows stated that housing and personal costs "lost" them about \$6,000 to \$10,000 "out of pocket" for the year. Still, for most, "it was worth it!" The second most frequently cited negative was the perceived (and real) "isolation from the bulk of contemporaries." In an organization like the Army, socializing and networking with peers is an important aspect of career and professional life.

On the negative side: lack of association with future contemporaries and really didn't learn that much about the Army and the operational level of war.

The most prominently negative aspect is inherent to these fellowships - we lose the comradeship of participation in resident class activities, despite the good efforts of the War College Staff to involve us. I knew and understood this to be the case before taking a fellowship.

HOW DO YOU THINK THE SSCFP COULD BE IMPROVED TO BETTER PREPARE OFFICERS?

There were three improvements that were suggested repeatedly by the Fellows: more contact with USAWC classmates, more information on Army topics, and better utilization and assignment of SSC Fellows. The SSC Fellows felt isolated from their peers in the USAWC resident class. They felt they missed out on many networking possibilities with their contemporaries. Suggestions to correct this:

More periods for networking with the residents at the War Colleges. More opportunities to present interim results of studies to other SSC fellows and to AWC residents. That was the weakest link in my SSC fellowship experience: limited elbow rubbing with the rest of the Army's future leaders.

We were never part of the class even though we did spend a few separate weeks at Carlisle at the start, middle and end of the year....Perhaps a better unifying approach would be to have the fellow spend all of August establishing themselves with the class in residence then branch out to their various fellowship sites. That month could focus on basic AWC subjects which set the tone for the rest of the year. Such a simple personnel step like that could give us fellows a sense of the camaraderie which is developed and shared among residents.

Another suggestion is related to the last comment. The Fellows, themselves, feel that they "do not receive the equivalent education of either an AWC resident or non-resident" student, that while it was "super...great exposure to great issues presented by great minds,...What was missing was the necessary strong link back to AWC to keep the fellows "green". This, in itself, is not negative since they do perceive that "SSCFP is an excellent way for selected officers to broaden their education in strategic thinking." However, it does provide 'food for thought' on ways to make the SSCFP MEL-1 more comparable to the USAWC MEL-1.

I really believe SSC fellows should spend at least one more week at Carlisle participating with a seminar group. One week was not enough time. Additionally, some non-resident requirements related to strategic forces and joint planning and operations should be required. Although the Harvard SSCF was demanding at times, there was still sufficient (time) to work on non-resident projects. Back to the recommendation for an additional week, I feel it should concentrate on CPXs and operations.

...I was never satisfied that I learned the inner workings of the Army or the art of warfare from a senior officer perspective. Somehow that needs to be included in the SSCFP.

Those who participate in the SSCFP, only, do not receive adequate professional development in 'strategy'. On the other hand, those in the resident and corresponding studies courses do not have the opportunity to be exposed to the private sector and academia. As a graduate of both the CSC and SSCFP, I think that the correspondence work is desirable while participating in SSCFP.

The visits to AWC should be geared to the SSCFP fellows and not just a time to plug into what is presently being taught at AWC...These visits should be a dump on what we're missing with emphasis on "How the Army runs", "Joint planning", and "Future Army." I realize you cannot do in a few weeks what is done in 10 months but the SSCFP fellows need to be armed with some of this knowledge.

The fellows were, for the most part, satisfied with their SSCFP year. However, there were concerns on how their newly gained expertise and knowledge were being (or not being) put to use. Follow-on assignments were not always perceived to be optimal, with one officer commenting "I don't know that the Army has completely figured out how to maximize the benefit for the future." Knowing their follow-on assignments before starting the Fellowship would also have helped in focusing their research.

I believe it is imperative that the follow-on assignment be identified prior to beginning the SSCFP. This includes getting the branch level personnel managers out of the loop and someone at a higher level focusing on the long-term visionary needs of the Army and DoD - vice setting all the MEL-1 graduates in a joint assignment or meeting some other innocuous assignment unrelated to the SSCFP. OPD is the name of the game. It is unfortunate that the OPD does not recognize long term visionary needs of the Army or DoD nor the capabilities of a few select SSCFP fellows to meet those needs.

The missing part of the equation in my mind centers around the complete lack of any coherent system to get fellows into a follow-on assignment that is tied to what was accomplished during the fellowship. The concept of "leader development" is foreign to those who

are responsible for what we ask a fellow to do once he has been exposed to this great experience. A look at follow on assignments and "utilization" is not a picture we can be proud of.

CONCLUSIONS

The Senior Service College Fellows Program (SSCFP) is one of three USAWC Military Education Level - 1 (MEL-1) producing programs. While both the fellowship and resident/corresponding USAWC senior service college experiences focus - to some degree - on national security policy and strategy, the fellowship experience is far less structured, without a standard theme, and relies on independent or group research projects to meet broadly defined MEL-1 education objectives.

All one hundred and three (103) SSC fellows from Academic Year 1986 to 1989 were surveyed, with 70% responding. These officers were primarily from the Combat Arms (60%) in the Regular Army and the Army National Guard. Over 90% were Lieutenant Colonels and all but one had a Master's Degree.

All educational objectives were well accomplished. As could be expected, the fellows feel that objectives more specifically related to the military are less well addressed than those relating to cognitive skills. They feel that they are well prepared for Army assignments. The fellowship was perceived to be both challenging and a worthwhile experience. Worth was perceived to be both to the individual fellow, as well as to the Army - through interface with the civilian academic community.

The most positive aspects were the overall educational and social experiences, the opportunity to associate with well-known academics and policy makers, as well as the "freedom to grow" and explore new ideas. The negative associated with the SSCFP was the lack of opportunity to interact with USAWC classmates - to keep them green.

As the first biennial survey of SSCFP MEL-1 fellows, the results are a snapshot, representative of one point in time. As the respondents take on other assignments and responsibilities, their perceptions of the utility and value to the Army and DoD of the fellowship program, and changes in the program which will be required to meet/match new domestic and global realities. In the spring of 1992 and every alternate year thereafter, the biennial survey will be distributed to the fellows. It is hoped that this longitudinal data will prove useful in continually updating the curriculum to prepare future generations of senior Army leaders.

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USAWC Curriculum Pamphlet, Academic Year 1991 (1990). Carlisle, PA: U.S. Army War College.



**SURVEY OF USAWC GRADUATES
FROM ACADEMIC YEARS 1983 - 1989**

**UNITED STATES ARMY WAR COLLEGE
CARLISLE BARRACKS, PA**

MARCH 1990

Approval Authority:
U.S. Army Soldier Support Center
Survey Control No.: ATNC-AO-90-36
RCS: MILPC-3

INSTRUCTIONS

1. Indicate all answers to Questions 1 through 56 on the enclosed SCANTRON form by filling in the appropriate numbered space.
2. Select only ONE answer to each question.
3. Use a Number 2 pencil on the SCANTRON.
4. If you make a mistake, erase the mark completely before entering a new answer.
5. Questions 57 to 64 are for your comments and suggestions. Your responses should be filled out on this questionnaire..
6. Your responses will be treated as confidential. Data will be aggregated into statistical summaries to ensure confidentiality of responses. There will be no identification by individual data.
7. Should you find any question objectionable, leave that answer space blank and go on to the next question.
8. Upon completion of survey, please return the entire questionnaire and scantron sheet in the self-addressed return envelope provided.

PART I. EDUCATIONAL OBJECTIVES

The educational objectives of the USAWC - Senior Service College Fellows Program (SSCFP) academic program are listed below. Indicate the extent to which the educational objectives have been accomplished for you. Please use the scale below for this section.

Not at all 1	Slightly 2	Moderately 3	Greatly 4	Very Greatly 5
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HOW WELL HAS SSCFP PREPARED YOU TO:

1. set an ethical climate in your service/organization?
2. be physically fit?
3. be mentally fit?
4. deal with problems which have no clear cut solutions?
5. be an innovator/initiator of policy?
6. succeed in positions of broad scope and responsibility?
7. assess/plan for the future while executing in the present?
8. think conceptually?
9. think critically?
10. work in a strategic environment?
11. understand the role of the military in a democratic society?
12. be adept in the development and use of military forces to achieve national objectives?
13. advise the National Command Authorities on the use of military forces to achieve national objectives?
14. make better decisions and give better advice?
15. provide a frame of reference which recognizes the complexity of the issues dealt with, but also provides the perspective to work through them to find solutions?
16. serve in an organization involving joint forces?
17. serve in an organization involving combined or coalition forces?

The following sections include attitudes about the Senior Service Fellows Program. Using the scale below, indicate your degree of agreement or disagreement with each of the following statements.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

PART II: CURRICULUM TOPICS

18. The curriculum covered the right subjects for my professional development.
19. The curriculum provided enough flexibility to tailor my professional development.

PART III: SSCFP FOCUS

20. The SSCFP is a "total" experience, not just academics.
21. Academics should be the only focus of SSCFP.
22. SSCFP should produce officers who have a wide breadth of knowledge.
23. SSCFP should produce officers who have depth of knowledge in specialized areas.
24. SSCFP should be producing generalists (and not specialists).
25. SSCFP's focus should be more "joint".

PART IV: ACADEMIC RIGOR

26. SSCFP's curriculum was academically challenging.
27. SSCFP graduates are better prepared than other War college graduates.
28. I would have learned more if the academic standards had been higher.
29. In my opinion, every SSC fellow should be required to author a major study on an Army relevant topic.

PART V: VALUE OF SSCFP

In this section, indicate your degree of agreement or disagreement on each of the following statements.

Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
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30. SSCFP is the best senior service school for Army officers.

31. SSCFP is a worthwhile investment in people and money.

32. SSCFP prepares one well for a joint assignment.

33. SSCFP prepares one well for an Army assignment.

34. I would recommend SSCFP over other service War Colleges to my subordinates.

35. One of the most useful aspects of SSCFP is the networking with other SSC fellows.

36. A USAWC resident MEL-1 would have better prepared me for senior level positions.

37. A sister service MEL-1 equivalent program would have better prepared me for senior level positions.

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38. Which one of the following statements BEST describes how you felt when you were selected for USAWC - SSCFP?

1. I felt that SSCFP was a reward for past performance.
2. I viewed SSCFP as an opportunity for professional development.
3. I viewed SSCFP as a "time out" to "recharge my batteries".
4. I felt that this was an indication that the Army was grooming me for greater responsibilities.

39. I attended SSCFP:

1. too early in my career
2. at the right time in my career
3. too late in my career

40. Based on current regulations and practices, which group of officers would benefit most from SSCFP?

1. LTC
2. LTC(P)
3. COL
4. COL(P)

41. In your opinion, graduates of which MEL-1 producing program get the best career enhancing assignments?

1. Army War College (USAWC)
2. USAWC - SSCFP
3. Air War College
4. Naval War College
5. National War College
6. Industrial College of the Armed Forces
7. All about the same

VI. DEMOGRAPHIC INFORMATION

42. What is your primary branch?

1. Combat Arms
2. Combat Support
3. Combat Service Support
4. Health Services
5. Other

43. What is your status or component?

1. Retired
2. Regular Army
3. Army National Guard
4. Army Reserves

44. What is the source of your original commission?

1. USMA
2. Army ROTC
3. Army Officer Candidate School
4. Other Service Academy
5. Other Service ROTC
6. Other Service Officer Candidate School (or equivalent)
7. Direct Commission
8. Other

45. Did you serve one or more tours in Vietnam?

1. No
2. Yes

46. Through which program did you receive MEL-1?

1. USAWC Corresponding Studies Course
2. USAWC Resident Course
3. Senior Service College Fellow

47. What was your civilian education level prior to SSC selection?

1. High school degree
2. Some college but did not graduate
3. Two-year college degree (Associate or equivalent)
4. Four-year college degree (BS, BA or equivalent)
5. Some graduate credits
6. Master's degree (MS, MA or equivalent)
7. Some post-Master's credit
8. Doctoral degree (PhD, EdD, MD, JD or equivalent)

48. What was your grade when you started your SSCFP?

1. LTC
2. LTC(P)
3. COL

49. In what calendar year did you receive your MEL-1?

1. Before 1983
2. 1983
3. 1984
4. 1985
5. 1986
6. 1987
7. 1988
8. 1989

50. What is your current rank?

1. LTC
2. LTC (P)
3. COL
4. COL (P)
5. BG
6. MG
7. Retired

51. What is your current level of assignment?

1. Service Staff
2. Joint Staff
3. Combined Staff
4. MACOM
5. Corps
6. Division
7. Brigade
8. Installation
9. Other

52. What is your current job?

1. Commander
2. Deputy Commander
3. Staff Officer
4. Instructor
5. Program/Project Manager or Deputy Program Manager
6. Reserve/National Guard Advisor
7. Other

53. How many assignments have you had since receiving your MEL-1?

1. One
2. Two
3. Three
4. Four
5. Five
6. Six or more

54. How many of these assignments have been appropriate for someone with a MEL-1?

1. None
2. One
3. Two
4. Three
5. Four
6. Five
7. Six or more

55. In your opinion, what rank will you realistically achieve by the time you retire?

1. LTC
2. COL
3. BG
4. MG
5. LTG or GEN

56. How many more years are you planning to remain in the Army?

1. Less than 1 year
2. 1-2 years
3. 3-4 years
4. 5-6 years
5. 7-8 years
6. More than 8 years

PART VIII. OVERALL EVALUATION OF USAWC

60. Did SSCFP provide a challenging and worthwhile experience for you? Please explain.

61. Overall, how would you rate your SSCFP experience? What were the most positive and most negative aspects of SSCFP for you and your family?

62. Do you feel you would have learned more if you had been required to produce a major study during your fellowship year? Please explain.

63. Please comment on the usefulness of the Army Update Program.

64. Comments and suggestions.

Thank you for your participation.

Please send this entire questionnaire and the scantron back to:

U.S. Army War College
ATTN: DAA (Graduate Survey)
Carlisle, PA 17013-5050